Crosswalk Directions:											
2007 MLR to 1997 MLR											

- 1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard, performance indicator, or descriptor of the 2007 MLR can be found in the 1997 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to questions 6, 8, and 9.
- 2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
- 3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
- 4. Indicate where the standard, performance indicator, or descriptor of the 2007 MLR can be found in the standards or performance indicators of the 1997 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), or A1, 2 (standard A, performance indicators 1 and 2).
- 5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 2007 MLR can be found at the same grade span in the 1997 MLR. If "no", indicate the grade span where the performance indicator is found in the 1997 MLR. As an example, a performance indicator found in 6-8 in the 2007 should be considered to be at a different grade span if it is found at 5-8 in the 1997 MLR.
- 6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
- 7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

CONTINUITY												
Health Education & Physical Education CROSSWALK: 2007 MLR to 1997 MLR	Is it in the 1997 standards?	Is the CONCEPT /IDEA the same?	Is the WORDING the same?	WHERE is it found? (Standard, PI)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?	level of					
A. HEALTH CONCEPTS: Students comprehend concepts related to health promotion and disease prevention to enhance health.												
A1 Healthy Behaviors and Personal Health												
PK-2 PERFORMANCE INDICATOR												
Students recognize that healthy behaviors impact personal health.	N	N					1					
3-5 PERFORMANCE INDICATOR												
Students explain the relationship between healthy behaviors and personal health.	Υ	Υ	N	A1	N,3-4	2	2					
6-8 PERFORMANCE INDICATOR												
Students examine the relationship between behaviors and personal health.	P	Р	N	A1	N,5-8	2	3					
Explain the importance of assuming responsibility for personal health.	Υ	V	Υ	C1	N,5-8	2	2					
b. Examine the relationship between healthy and		1	1		11,5-0	2	2					
unhealthy behaviors and personal health.	Υ	Υ	N	A1	N,5-8	2	3					
c. Identify the possible barriers to practicing healthy behaviors.	N	N	N				1					
							-					
9 - Diploma PERFORMANCE INDICATOR												
Students predict how behaviors can impact health status.	Р	Р	N	A1	Υ	4	5					
a. Analyze individual responsibility for enhancing health.	Р	Р	N	A1	Υ	4	5					
b. Predict how healthy behaviors can positively impact health status.	Υ	Υ	N	A3	Υ	6	3					
c. Describe barriers to practicing healthy behaviors. d. Examine personal susceptibility to, and the potential	N	N	N				1					
severity of, injury or illness if engaging in unhealthy												
	N	N	N				4					

A2 Dimensions of Health								
PK-2 PERFORMANCE INDICATOR	<del>                                     </del>							
Students recognize that there are multiple dimensions of	V	V	N.	0.1	V	1	1	
health.	Y	Y	N	A1	Y	I	I	
3-5 PERFORMANCE INDICATOR								
Students identify examples of physical, mental,								
emotional, and social health during childhood.	V	V	Y	A2	N, 3-4	1	1	
emotional, and social ficultificating emicrood.			<u>'</u>	712	14,5 4	- '	1	
6-8 PERFORMANCE INDICATOR								
Students explain the interrelationship of physical,								
mental/intellectual, emotional, and social health.	Υ	Υ	N	A2	N,5-8	2	2	
9 - Diploma PERFORMANCE INDICATOR								
Students analyze the interrelationship of physical,								
mental/intellectual, emotional, and social health.	Υ	Υ	N	A2	Υ	4	4	
A3 Diseases/Other Health Problems								
PK-2 PERFORMANCE INDICATOR								
Students describe the transmission and prevention of								
common childhood communicable diseases.	Υ	Υ	N	A2	Υ	2	2	
3-5 PERFORMANCE INDICATOR								
Students describe ways to detect and treat common								
childhood diseases and other health problems.	Υ	Υ	N	A4	N,3-4	1	2	
6-8 PERFORMANCE INDICATOR								
Students identify causes of common adolescent diseases								
and other health problems and describe ways to reduce,								
prevent, or treat them.	N	N	N				1	
9 - Diploma PERFORMANCE INDICATOR								
Students explain causes of common diseases, disorders								
and other common health problems and propose ways to								
reduce, prevent, or treat them.	N	N	N				6	
reduce, prevent, or treat them.	14	1.	- 1				<u> </u>	
A4 Environment and Personal Health								
PK-2 PERFORMANCE INDICATOR								
Students describe ways a safe and healthy school								
environment can promote personal health.								
3-5 PERFORMANCE INDICATOR								
5-5 I EN ONWAINCE INDICATOR								+
Students describe ways a safe and healthy school and								
community environment can promote personal health.	Υ	Υ	N	<b>A</b> 5	N,3-4	2	2	
and the second second results and the second results are second results and the second results and the second results and the second results are second results and the second results and the second results are second		-				_	_	
6-8 PERFORMANCE INDICATOR								
Students determine how environment and other factors	<del>                                     </del>							
impact personal health.	V	V	N	<b>A</b> 5	N,5-8	4	4	
impact personal nearth.		I	IN	AS	IN, U-O	4	4	

nutrition, personal health, safety and injury prevention, and tobacco, alcohol, and other drug use prevention.  3-5 PERFORMANCE INDICATOR Students describe basic health concepts related to family life, nutrition, personal health, safety and injury prevention, and tobacco, alcohol, and other drug use prevention.  Y Y N A7 N,3-4 1 1									
b. Describe how family history can impact personal health. c. Explain how appropriate health care can promote personal health. y y N A6 N,5-8 1 1 1 9-Diploma PERFORMANCE INDICATOR Students determine the interrelationship between the environment and other factors and personal health. y Y N A6 Y 4 4 4 a. Analyze how environment and personal health. y Y N A5 Y 4 4 4 b. Describe how genetics and family history can impact personal health. y Y N A6 Y 2 2 2 c. Analyze fibre relationship between access to health care of health status.  A6 Crowth and Development PRC PERFORMANCE INDICATOR Students Identify the characteristics of human growth and development.  Y Y N A7 N,5-8 1 1  A7 N,5-8 1 1  A8 DESCRIPPORMANCE INDICATOR Students Identify the characteristics of adolescent human growth and development. Y Y N A7 N,5-8 1 1  A8 DESCRIPPORMANCE INDICATOR Students describe the characteristics of adolescent human growth and development. Y N N A7 N,5-8 1 1  A8 DESCRIPPORMANCE INDICATOR Students describe the characteristics of adolescent human growth and development. Y N N A7 N,5-8 1 1  A8 DESCRIPPORMANCE INDICATOR Students describe the characteristics of human growth and development. Y N N A7 N,5-8 1 1  A8 DESCRIPPORMANCE INDICATOR Students describe the characteristics of human growth and development. Y N N A7 N,5-8 1 1  A8 DESCRIPPORMANCE INDICATOR Students describe the characteristics of human growth and development throughout the various stages of life. N N N N N N N N N N N N N N N N N N N	Analyza haw anvironment impacts personal health	V	V	N	٨Ε	NEO	4		
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prevention. Y Y N A7 N,3-4 1 1	prevention, and tobacco, alcohol, and other drug use								
	prevention.	Υ	Υ	N	A7	N,3-4	1	1	
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6-8 PERFORMANCE INDICATOR	6-8 PERFORMANCE INDICATOR								

Students explain fundamental health concepts related to								
family life, nutrition, personal health, safety and injury								
prevention, and tobacco, alcohol, and other drug use								
prevention.	Υ	Υ	N	A8	N,5-8	2	2	
9-Diploma PERFORMANCE INDICATOR								
Students analyze complex health concepts related to								
family life, nutrition, personal health, safety and injury								
prevention, and tobacco, alcohol and other drug use								
prevention.	Υ	Υ	N	A11	Υ	4	4	
B. HEALTH INFORMATION, SERVICES AND								
PRODUCTS: Students demonstrate the ability to								
access valid health information, products, and								
services to enhance health.								
B1 Validity of Resources								
PK-2 PERFORMANCE INDICATOR								
Students identify trusted adults and professionals who								
can help promote health.	Υ	Υ	N	B1	Υ	1	1	
3-5 PERFORMANCE INDICATOR								
Students identify characteristics of valid health								
information, products, and services.	Y	Y	Y	B1	N,3-4	1	1	
The street of the second secon	<u> </u>	•			11,0 1			
6-8 PERFORMANCE INDICATOR								
Students analyze the validity of health information,								
products, and services.	Y	Y	N	B1	N,5-8	4		
products, and services.		1	IN	ы	11,5-0	- 4	٠	
9-Diploma PERFORMANCE INDICATOR								
Students evaluate the validity and accessibility of health						_	_	
information, products, and services.	Υ	Y	N	B1	Υ	5	6	
B2 Locating Health Resources								
PK-2 PERFORMANCE INDICATOR								
Students identify ways to locate school and community								
health helpers.	N	N	N				1	
2 F DEDEODMANOE INDICATOR	<u> </u>							
3-5 PERFORMANCE INDICATOR								
Students locate resources from home, school, and								
community that provide valid health information.	Υ	Υ	N	B2	N,3-4	2	1	
	<u> </u>			1				
6-8 PERFORMANCE INDICATOR	<u> </u>							
Students locate valid and reliable health information,								
products, and services and explain situations requiring								
their use.	Р	Р	N	B2	N,5-8	1	2	
a. Explain situations requiring the use of valid and								
reliable health information, products, and services.								
renable health information, products, and services.				1			1	1

b. Locate valid and reliable health information, products,				1				
and services.	Р	P	N	B2	N,5-8	1	1	
and services.	+	ľ	IN	DZ	14,5-0	I	'	
9-Diploma PERFORMANCE INDICATOR	+							
Students access valid and reliable health information,	+							
products, and services.	Р	Р	N	В3	Υ	4	4	
a. Determine when professional health services may be	<u> </u>	'	114	D3	1	7	-	
required	Р	P	N	В3	Y	4	4	
b. Access valid and reliable health information, products,	F	Г	IN	БЭ	I	4	4	
	P	P	N	Do	V	4	4	
and services.	P	Р	N	B3	Υ	4	4	
C Health Promotion and Risk Reduction: Students								
demonstrate the ability to practice health-								
enhancing behaviors and avoid or reduce health								
risks								
C1 Healthy Practices and Behaviors								
PK-2 PERFORMANCE INDICATOR								
Students demonstrate age-appropriate healthy practices	1							
to maintain or improve personal health.	Υ	Υ	N	C2	Υ	2	2	
a. Choose healthy foods.	Υ	Y	N	C3	Υ	2	2	
b. Demonstrate personal hygiene skills, including hand-	+						_	
washing.	Y	Y	N	C2	Y	2	2	
washing.	<u> </u>	'	14	OZ.	1			
3-5 PERFORMANCE INDICATOR								
Students demonstrate a variety of age-appropriate								
healthy practices and behaviors to maintain or improve		.,		00	N 0 4			
personal health.	Υ	Υ	N	C3	N,3-4	2	2	
a. Design healthy menus.	N	N	N				6	
b. Demonstrate basic care of the human body.	Υ	Υ	Υ	C3	N,3-4	2	2	
6-8 PERFORMANCE INDICATOR								
Students demonstrate a healthy practice and behavior to								
maintain or improve their own health in the following								
areas: healthy eating, physical activity, and the								
prevention of the use of tobacco, alcohol and drugs.	Р	Р	N	C4	N,5-8	2	2	
	†							
9-Diploma PERFORMANCE INDICATOR	+							
	+							
Students demonstrate a variety of healthy practices and								
behaviors to maintain or improve the health of self and								
others in the following areas: healthy eating, physical								
activity, the prevention of the use of tobacco, alcohol and								
drugs, and prevention of STDs, HIV and unintended								
	N	N	N				2	
pregnancy.	- IN	IN	IN					
C2 Avoiding /Reducing Health Risks								
PK-2 PERFORMANCE INDICATOR				<u> </u>				

Students demonstrate behaviors to avoid or reduce								
health risks.	Y	Y	N	C4	Y	2	2	
a. Demonstrate a variety of safety skills for different	1	1	IN	04	1	4	4	
	V		Y	0.4				
situations.	Υ	Υ	Y	C4	Υ	2	2	2
b. Differentiate between safe and harmful substances								
found at home and school.	Υ	Υ	Υ	C1	Υ	2	2 2	2
c. Recognize basic signs, symbols and warning labels for								
health and safety.	N	N	N					
3-5 PERFORMANCE INDICATOR								
Students demonstrate a variety of behaviors to avoid or								
reduce health risks.	V	Y	N	C4	N,3-4	2	2	
reduce nearm risks.	1	1	IN	04	11,5-4	4	4	
Demonstrate healthful and seferman to recognize and								
a. Demonstrate healthful and safe ways to recognize, and						_		
deal with or avoid threatening situations.	Υ	Υ	N	C4	N,3-4	2	2	2
b. Develop injury prevention and safety strategies for								
personal health.	Υ	Υ	Υ	C2	N,3-4	3	3	3
6-8 PERFORMANCE INDICATOR								
Students demonstrate behaviors to avoid or reduce								
health risks to self and others.	Y	Y	N	C5	N,5-8	2	2	
riculti risks to sell did others.	-		IN .	00	14,5 0	2	- 4	
a. Demonstrate ways to recognize and avoid or change								
	V	Y		05	N. 5. 0			
situations that threaten the safety of self and others.	Υ	Y	N	C5	N,5-8	2	2	2
b. Develop injury prevention and response strategies								
including first aid for personal and family health.	Υ	Y	N	C4	N,5-8	3	3	3
9-Diploma PERFORMANCE INDICATOR								
Students demonstrate a variety of behaviors to avoid or								
reduce health risks to self and others.	Υ	Υ	N	C2	Υ	2	2	3
a. Develop ways to recognize and avoid or change								
situations that threaten the safety of self and others.	Υ	Y	N	C2	Y	2	9	3
b. Develop injury prevention strategies including first aid	<u> </u>	'	IN	02			-	,
and response strategies for personal, family, and								
	V	V	N.	0.4	NO 4	,	,	
community health.	Υ	Υ	N	C4	N,3-4	2	2 3	5
C3 Self-Management								
PK-2 PERFORMANCE INDICATOR	<u> </u>							
	<del>                                     </del>							
Students demonstrate coping strategies when feeling too								
		V	N			,	,	,
excited, anxious, upset, angry, or out of control.	Υ	Υ	N			3	3	5
3-5 PERFORMANCE INDICATOR	<u> </u>							
Students demonstrate strategies to manage stress,								
anger, and grief.	N	N	N				2	2
	<u> </u>							

6-8 PERFORMANCE INDICATOR								
0-0 I EN ONWAINCE INDICATOR	+							
Students distinguish between healthy and unhealthy								
strategies for stress, anger, and grief management.	Υ	Υ	N	C6	N,5-8	4	4	
strategies for stress, unger, und grief management.	<del>                                     </del>			00	14,5 0			
9-Diploma PERFORMANCE INDICATOR								
Students design, implement, and evaluate a plan for								
stress management.	Υ	V	V	C3	Y	536	536	
Stress management.	+'	1	1	0.3	1	330	330	
	+							
	-							
D. INFLUENCES ON HEALTH: Students analyze the								
ability of family, peers, culture, media, technology,								
and other factors to enhance health.								
und other factors to enhance ficultii.	<del>                                     </del>							
D4 lufthanna and Harlib Buration (Bab.)								
D1 Influences on Health Practices/Behaviors								
PK-2 PERFORMANCE INDICATOR								
Students identify influences on personal health practices								
and behaviors.	Υ	Υ	N	D2	Υ	2	1	
a. Identify family influences on personal health practices								
and behaviors.	Υ	Υ	N	D2	Υ	2	1	
b. Identify what the school can do to support personal								
health practices and behaviors.	Υ	Υ	N	D2	Υ	2	1	
c. Describe how the media can influence health								
behaviors.	Υ	Υ	N	D1	Υ	2	2	
3-5 PERFORMANCE INDICATOR								
Students describe how a variety of factors influence								
personal health behaviors.	Υ	Υ	N	D1	N,3-4	2	2	
a. Describe how family, school and community influence								
and support personal health practices and behaviors.	N	N	N				2	
b. Identify how peers and culture can influence health								
practices and behaviors.	Υ	Υ	N	D1	N,3-4	6	1	
c. Explain how media influences thoughts, feelings, and								
health behaviors.	Υ	Υ	N	D2	N,3-4	2	2	
6-8 PERFORMANCE INDICATOR								
Students analyze the influences on adolescent health	<u> </u>							
behaviors.	Υ	Y	N	D2	N,5-8	4	4	
a. Examine how the family, school and community					<u> </u>			
influence the health behaviors of adolescents.	Υ	Υ	N	D4	N,5-8	2	2	
b. Describe how peers influence healthy and unhealthy	1	-			,	_		
behaviors.	Y	Υ	N	D4	N,5-8	2	2	
c. Analyze how messages from media influence health	<del>                                     </del>	•			. 1,0 0			
behaviors.	Υ	Y	N	D2	N,5-8	1	1	
d. Explain how the perceptions of norms influence	<del> </del>	•	14	D2	14,0-0	4	4	
healthy and unhealthy behaviors.	N	N	N				2	
e. Explain how culture and personal values and beliefs	IN .	IN	IN				2	
influence individual health behaviors.	Y	Υ	N	D1	N,5-8	,	_	
initiaence inalviadai nealth behaviors.	<u> </u>	1	N	D1	14,5-0	3	2	

9-Diploma PERFORMANCE INDICATOR								
Students analyze the influences on health and health								
behaviors.	P	P	N	D4	Y	4		
	P	Р	IN	D4	T .	4	4	
a. Analyze how family, school and community influence	_	P		5.4				
the health of individuals.	Р	Р	N	D4	Υ	4	4	
b. Analyze how peers influence healthy and unhealthy	_							
behaviors.	Р	Р	N	D4	Υ	4	4	
c. Evaluate the effect of the media on personal and								
family health.	Υ	Υ	N	D2	Υ	4	4	
d. Analyze how the perceptions of norms influence								
healthy and unhealthy behaviors.	N	N	N				4	
e. Analyze how culture and personal values and beliefs								
influence individual health behaviors.	Υ	Υ	N	D1	Y	4	4	
f. Investigate how public health policies and government								
regulations can influence health promotion and disease								
prevention.	Р	Р	N	A7	Υ	4	4	
<u>'</u>								
D2 Taskinalami, and Haalik								
D2 Technology and Health								
PK-2 PERFORMANCE INDICATOR								
No performance indicators.								
3-5 PERFORMANCE INDICATOR								
Students describe ways technology can influence								
personal health.	Υ	Υ	Υ	D3	N,3-4	2	2	
6-8 PERFORMANCE INDICATOR								
Students analyze the influence of technology on personal								
and family health.	Υ	Y	Y	D3	N,5-8	2	4	
	-				1.1,0 0			
9-Diploma PERFORMANCE INDICATOR								
Students evaluate the impact of technology on personal,								
family, and community health.	Υ	Y	V	D3	Y	6	6	
ranniy, and community nearm.	1	ı	1	D3	I I	0	C	
D3 Compound Effect of Risky Behavior								
PK-2 PERFORMANCE INDICATOR								
No performance indicator.								
3-5 PERFORMANCE INDICATOR								
No performance indicator.								
positional management								
6-8 PERFORMANCE INDICATOR								
Students describe how some health risk behaviors can								
influence the likelihood of engaging in unhealthy	N	N	N				_	
behaviors.	N	N	N				1	
a. Describe how gateway drugs can lead to the use of							_	
other drugs.	N	N	N				1	

b. Describe the influence of alcohol and other drug use								
on judgment and self control.	N	N	N				1	
The second series of the serie	11	14	1.				·	
9-Diploma PERFORMANCE INDICATOR								
Students analyze how some health risk behaviors can								
influence the likelihood of engaging in unhealthy								
behaviors.	N	N.	N.				4	
	N	N	N				4	
a. Analyze the influence of alcohol use on individual and							4	
group behavior.	N	N	N				4	•
b. Analyze the influence of drug use on individual and								
group behavior.	N	N	N				4	
E. COMMUNICATION SKILLS: Students								
demonstrate the ability to use communication								
skills to enhance and advocate for personal, family,								
and community health.								
E1 Interpersonal Communication Skills								
PK-2 PERFORMANCE INDICATOR								
Students demonstrate healthy ways to communicate.	Υ	Υ	N	E1	Υ	2	2	
a. Demonstrate healthy ways to express needs, wants,								
and feelings.	Υ	Υ	Υ	E1	Υ	2	2	
b. Distinguish between verbal and nonverbal								
communication	Υ	Υ	Υ	E2	Υ	2	2	
c. Make requests to promote personal health.	N	N	N				3	
d. Demonstrate listening skills to enhance health.	N	N	N				2	
e. Demonstrate ways to respond to an unwanted,								
threatening, or dangerous situation including telling a								
trusted adult if threatened or harmed.	Р	Р	P	E3	N,3-4	2	2	
3-5 PERFORMANCE INDICATOR								
Students demonstrate effective verbal and nonverbal								
interpersonal communication skills to enhance health.	Υ	Υ	N	E1	N,3-4	2	2	
a. Use appropriate listening skills to enhance health.	Υ	Υ	N	E1	N,3-4	2	2	
b. Demonstrate assertive communication skills to								
enhance health.	Υ	Υ	N	E1	N,3-4	2	2	
c. Demonstrate how to ask for assistance to enhance								
personal health.	Υ	Υ	N	E1	N,3-4	2	2	
d. Demonstrate refusal skills to avoid or reduce health								
risks.	N	N	N				2	
e. Demonstrate non-violent strategies to manage or								
resolve conflict.	Υ	Υ	N	E3	N,3-4	2	2	
6-8 PERFORMANCE INDICATOR								
	l .	1	1	1	1			1

1	Υ	N	E1	N,5-8	2 3	
1	Υ	N	E1	N,5-8	2 3	
1	Υ	N	E1	N,5-8	2 2	
Y	Υ	N	E2	N,5-8	2 2	
Y	Υ	N	E3	N,5-8	2 2	
Y	Υ	N	F1	Y :	2 3	
•	•					
<b>Y</b>	V	N	F1	<b>V</b>	2	
	•	I N	<u> </u>	'		
v l	N	N				
•		. •			_	
Y	Υ	N	E2	Y	) 2	
-				_	-	
N	N	N			3	
-						
1	Υ	N	E4	N,3-4	2 2	
1	Υ	Υ	E4	N,3-4	2 2	
,	.,				_	
/	Υ	N	L4	N,5-8	2 2	
ı.	N	NI				
N	IN	IN			4	
/	V	N	E4	N 5-8	1	
ı	1	IN	L4	111,0-0	+ 3	
	N	N			3	
NI I				1		
N	IN	14				
V	14	14				
V	TV					
		Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y N N Y Y Y Y Y Y N N Y Y Y Y Y N N N Y Y Y Y N N N Y Y Y N N N Y Y Y N N N Y Y N N N Y Y N N N N Y Y N N N N Y Y N N N N Y Y N N N N N Y Y N	Y N N Y N N Y N N N N N N N N N N N N N	Y N E1 Y N E2 Y N E3 Y N E1 N N N E2 Y N E4 Y Y N E4 N N N E4	Y N E1 N,5-8  Y N E1 N,5-8  Y N E2 N,5-8  Y N E3 N,5-8  Y N E1 Y  N N N N N N N N N N N N N N N N N N	Y N E1 N,5-8 2 3 Y N E1 N,5-8 2 2 Y N E2 N,5-8 2 2 Y N E3 N,5-8 2 2 Y N E1 Y 2 3 Y N E1 Y 2 2 Y N E1 Y 2 2 N N N N E2 Y 2 2 Y N E4 N,3-4 2 2 Y Y N E4 N,5-8 2 2 Y N N E4 N,5-8 2 2

a Utiliza acquirate near and accietal norms to formulate a	T		1					
<ul> <li>a. Utilize accurate peer and societal norms to formulate a health-enhancing message.</li> </ul>	N	N	N					
b. Adapt health messages and communication techniques		IN	IN				O	
for different audiences.	V	V	N	E7	V	2	2	
c. Work cooperatively as an advocate for improving	I	I	IV	L /	I e	3	3	
	V	V	N	E6	V	2	2	
personal, family, and community health.	Y	Y	N	EO	Y	3	3	
F. PERSONAL AND SOCIAL INTERACTIONS:								
Students demonstrate the ability to make decisions								
and set goals to enhance health.								
and set godis to enhance nearth.								
F1 Decision Making								
PK-2 PERFORMANCE INDICATOR								
Students identify situations where a health-related								
decision is needed.	Υ	Υ	N	F1	Υ	2	2	
		•						
a. Differentiate between two situations to explain when								
health-related decisions can appropriately be made by								
the individual and when assistance is needed.	Υ	Υ	N	F1	Υ	2	3	
3-5 PERFORMANCE INDICATOR								
Students apply decision making steps to enhance health.	Υ	Υ	N	F1	N,3-4	3	3	
a. Identify health-related situations that might require a								
particularly thoughtful decision.	Υ	Υ	N	F1	N,3-4	3	3	
b. List healthy options to health-related issues or								
problems.	Υ	Υ	N	F1	N,3-4	3	3	
c. Predict the potential outcomes of each option when								
making a health-related decision.	Υ	Υ	N	F2	N,3-4	5	5	
d. Choose a healthy option when making a decision.	N	N	N				3	
e. Describe the outcomes of a health-related decision.	N	N	N				2	
							_	
6-8 PERFORMANCE INDICATOR								
Students apply decision making skills to enhance health.	Υ	Υ	N	F1	N,5-8	2	2	
a Determine when health related situations require the								
a. Determine when health-related situations require the	N	N	N				5	
application of a thoughtful decision making process.  b. Distinguish when individual or collaborative decision	IN	IN	N				5	
making is appropriate.	P	P	N	F1	N,5-8	2	4	
c. Distinguish between healthy and unhealthy	1	1	1 N	1 1	14,0-0		7	
alternatives to health-related issues or problems.	N	N	N				4	
d. Predict the potential short-term impact of alternative	14	14	1.4				7	
decisions for themselves and others.	N	N	N				5	
e. Choose healthy alternatives over unhealthy								
alternatives when making a decision.	N	N	N				3	
artsar. 700 Whorf making a doolslori.	1	. •	. •				<u> </u>	

	1						
f. Analyze the outcomes of a health-related decision.	N	N	N				4
1. Analyze the outcomes of a health-related decision.	IN	IN	IN				4
O Dialama DEDECORMANCE INDICATOR							
9-Diploma PERFORMANCE INDICATOR Students apply a decision making process to enhance							
health.	Υ	Υ	N	F1	Y		3
nearm.	Ť	T	IN	ГІ	Ť	2	3
a. Compare the value of thoughtful decision making to							
quick decision-making in health related situation.	N	N	NI				4
b. Justify when individual or collaborative decision-	IN	N	N				4
making is appropriate.	V	Y	N	F2	Y	4	4
c. Generate alternative approaches to situations involving	Ţ	I	IN	FZ	Ţ	4	4
health-related issues.	N	N	N				6
d. Predict the potential short and long-term impact for	IN	IN	IN				8
and others for each alternative.	Υ	Y	N	F3	Y	5	E
and others for each afternative.	Ţ	Ť	IN	гэ	Ť	5	5
a Defend the healthy choice when making decisions	NI	N	NI				E
e. Defend the healthy choice when making decisions.	N	N	N				5
f. Evaluate the effectiveness of health-related decisions.	N	N	N				E
1. Evaluate the effectiveness of fleatin-related decisions.	IN	N	IN				5
F2 Goal Setting							
PK-2 PERFORMANCE INDICATOR							
Students identify a short-term personal health goal and							
take action toward achieving the goal.	Υ	Υ	N	F2	Υ	2	3
3-5 PERFORMANCE INDICATOR							
Students utilize goal setting skills to implement a short-							
term personal health goal.	N	N	N				3
a. Set a short-term health goal.	N	N	N				2
b. Identify resources to assist in achieving a personal	N.	N.	N.				1
health goal.	N N	N N	N N				3
c. Track progress toward achieving the goal.	IN	IN	IN				3
6-8 PERFORMANCE INDICATOR							
Students develop and apply strategies and skills to attain							
a short-term personal health goal.	Υ	Y	N	F5	N,5-8	3	3
a. Assess personal health practices.	P	P	N	C2	N,5-8	4	6
b. Develop a short-term goal to adopt, maintain, or	-	-			,.	•	-
improve a personal health practice.	Υ	Υ	N	F5	N,5-8	3 3,4	
c. Develop and apply strategies to attain the goal.	N	N	N				3
d. Monitor progress toward the goal.	N	N	N				3
e. Describe how personal health goals can vary with							
changing abilities, priorities, and responsibilities.	Υ	Υ	N	F4	N,5-8	2	2
9-Diploma PERFORMANCE INDICATOR							
Students develop and analyze a plan to attain a personal							
health goal.	Υ	Υ	N	F4	Υ	4	4
a. Assess personal health practices and overall health							_
status.	N	N	N				5

b. Develop a plan to attain a short-term personal health								
goal that addresses strengths, needs, and risks.	Y	Υ	N	F4	Υ		2	
c. Implement strategies and monitor progress in								
achieving a personal health goal.	Υ	Υ	N	F4	Υ	3	3	3
-								
F3 Long Term Health Plan								
PK-2 PERFORMANCE INDICATOR								
No performance indicator.								
3-5 PERFORMANCE INDICATOR								
No performance indicator.								
6-8 PERFORMANCE INDICATOR								
No performance indicator.								
9-Diploma PERFORMANCE INDICATOR								
7-DIPIOITIA PERI ORMANCE INDICATOR								
Formulate an effective long-term personal health plan.	Υ	Υ	Υ	F5	Υ	5	5 5	
Torridate an encourse long term percental meanin plant								
G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE:								
Students demonstrate the fundamental and								
specialized movement skills and apply movement								
principles for continued improvement.								
G1 Stability and Force								
PK-2 PERFORMANCE INDICATOR								
Students demonstrate positions to create stability and								
force.	N						2	2
a. Show how base of support changes during static	V	Y	N.	D4	V			
balances. b. Demonstrate how push and pull affect balance.	Y N	Y	N	B1	Υ		2 2	2
b. Demonstrate now push and pull affect balance.	IV							
3-5 PERFORMANCE INDICATOR								
Students demonstrate a variety of movements that apply								
stability and force.	N				N 3-4			2
a. Demonstrate movements that change the center and	P -combine							
line of gravity during dynamic balances.	movements	N	N	В6	N3-4	3	3	
b. Show how increasing speed and mass can change the	P -adapt a		-					
force on an object.	skill	N	N	B4	N3-4	3	3	2
c. Demonstrate how body position can change to absorb	P-adapt a							
force.	skill	N	N	B4	N3-4	3	3 2	2
6-8 PERFORMANCE INDICATOR								

	ID.							
	characteristic							
	s of							
Students change their motion and the motion of objects	movement -							
by applying the principles of stability and force during	ready							
skill practice.	position			B4	N5-8	1	3	
	P-critical							
a. Demonstrate the principle of opposition.	elements	N	N	B2	N5-8	1	2	
b. Demonstrate how the point of contact changes the	P-critical	T V	I V	DZ.	113 0			
path of an object.	elements	N	N	B2	N5-8	1	2	
c. Demonstrate how the point of release changes the	P-critical	IN	IN	DZ	113-6	ı		
, ·								
path of an object.	elements	N	N	B2	N5-8	1	2	
9-Diploma PERFORMANCE INDICATOR								
Students change their motion and the motion of objects								
by applying the principles of stability and force to modify								
their performance in games/physical activities.	Υ	Υ	N	B3	Υ	3	3	
a. Demonstrate how spin and rebound affect the motion								
of an object.	Υ	Υ	N	B4	Υ	3	2	
b. Use the principle of opposition, and point of contact,								
and point of release to change the path of an object								
during a game/physical activity.	Υ	Υ	N	B4	Y	3	3	
c. Change movements to accommodate external forces								
that influence performance.	V	Y	N	В3	Υ	3	4	
that inhacite performance.					1	3	7	
G2 Movement Skills								
PK-2 PERFORMANCE INDICATOR								
Students demonstrate a variety of locomotor skills.	V							
a. Demonstrate correct technique for a variety of	1							
	V	V	N.	D1	Y	2		
locomotor skills.	Υ	Y	N	B1	Y		2	
b. Demonstrate a locomotor skill using change in						_	_	
direction, level, and pathway.	Υ	Υ	N	B7	Υ	3	2	
c. Demonstrate combinations of locomotor skills.	Υ	Υ	N	B3	Υ	2	2	
3-5 PERFORMANCE INDICATOR								
Students demonstrate a variety of locomotor skills and								
manipulative skills.	Υ							
a. Demonstrate correct technique for a variety of		1	1					
manipulative skills.	Y	Y	N	В3	N3-4	2	2	
		1.	1.*	50	110 =	_	-	
	P-create							
b. Demonstrate combinations of locomotor skills with	movement							
manipulative skills using change in direction, level, or	patterns in							
pathway.	combination	Υ	N	B1	N3-4	5	2	
6-8 PERFORMANCE INDICATOR								

	-				T				
	P-correct use								
Students demonstrate motor skills and manipulative skills	of skills in								
during drills or modified games/physical activities.	activities	N	N	B1	N5-8		2		
a. Demonstrate the correct technique for motor skills and		IN	IN	БІ	140-0	•	2	2	
manipulative skills during drills or modified									
games/physical activities.	Y	Y	N	В3	N3-4		2		
b. Combine manipulative skills with motor skills during				50	110 4			-	
drills or modified games/physical activities.	movement skills	V		B6	NO 4		5 .	_	
drins of modified games/physical activities.	SKIIIS	Y	n	Вб	N3-4	;	5 5	P	
O Dinlama DEDECORMANCE INDICATOR									
9-Diploma PERFORMANCE INDICATOR									
Charles to demonstrate a consistence for a significant and a consistence of	P-proficiency								
Students demonstrate a variety of specialized movement	in a few								
skills specific to a game/physical activity while	movment	Y		DO	Υ				
participating in a game/physical activity.	forms	Y	N	B2	Y	2	2 2	2	
G3 Skill-Related Fitness									
PK-2 PERFORMANCE INDICATOR									
Students identify the skill-related fitness components of									
balance and coordination.	N						1		
3-5 PERFORMANCE INDICATOR									
Students identify the skill-related fitness components of									
balance, agility, speed, and coordination.	N								
balance, aginty, speed, and coordination.	IN								
6-8 PERFORMANCE INDICATOR									
	P-health								
Students describe the following skill-related fitness	related now								
components of balance, agility, speed, and coordination,	in physical	.,			NE O				
and power.	fitness	Υ	N	A1	N5-8		1 2	2	
9-Diploma PERFORMANCE INDICATOR									
Students explain the relationship of skill-related fitness to									
specialized movement skills.	N							L	
Specialized movement skins.								•	
G4 Practice for Skill Improvement			1						
PK-2 PERFORMANCE INDICATOR									
No performance indicator.									
p									
3-5 PERFORMANCE INDICATOR									
Students describe why practice is important to skill									
improvement.	Υ	Υ	N	B8	N3-4	1&3	2	2	
6-8 PERFORMANCE INDICATOR									
0-0 FLATORIVIANCE TINDICATUR							1		

	T D	T	T		1		T	1
	P-now							
	explain							
Students explain how specific, positive, and correct	rather than							
feedback affects skill improvement.	use	N	N	B8	N5-8	3	4	
9-Diploma PERFORMANCE INDICATOR								
·								
Students design appropriate practice sessions, utilizing								
fundamental movement skills to improve performance.	Υ	Υ	N	B6	Υ	5	5	
The second secon								
H. PHYSICAL FITNESS ACTIVITIES AND								
KNOWLEDGE: Students demonstrate and apply								
fitness concepts.								
ntricas concepta.								
H1 Fitness Assessment								
PK-2 PERFORMANCE INDICATOR								
No performance indicator.								
·								
3-5 PERFORMANCE INDICATOR								
Students participate in health-related fitness		P-reasses to						
assessments and reassess to observe changes.	Υ	measure	N	A5	N 3-4	3	3	
assessments and reassess to specific sharingss				7.10				
6-8 PERFORMANCE INDICATOR								
Students conduct a health-related fitness assessment								
and use the information to establish personal fitness								
goals.	Υ	Y	N	A3	N-5-8	3	3+5	
godis.	1	1	IN	AS	14-3-0		3+3	
9-Diploma PERFORMANCE INDICATOR								
7-DIPIONA I EN ONMANCE INDICATOR								
Students conduct a health-related fitness assessment to								
analyze personal fitness, establish personal fitness goals,								
and reassess their fitness over time.	Υ	Y	NI	A1	Υ	-	5+3	
and reassess their fittless over time.	Y	Y	N	AI	Y	3	5+3	
H2 Fitness Plan								
PK-2 PERFORMANCE INDICATOR								
	P-identify							
	components							
	now rather							
	than							
Students identify components of health-related fitness.	activities	Υ	N	A1	Y	1	1	
The state of the s					1			
3-5 PERFORMANCE INDICATOR								
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2								
	P-add							
Students describe and give examples of the five health-	description							
related fitness components.	and activities	N	N	A1	N 5-8	2	. 2	
related fittless components.	and activities	IV	IN	Al	14 3-0			
6-8 PERFORMANCE INDICATOR					+		1	
0-0 FERT ORIVIANCE INDICATOR	<u> </u>		1					

which addresses the five health-related fitness or omponents and applies the FITT principle.  Diploma PERFORMANCE INDICATOR  Students design and critique a personal fitness plan from statished against that applies the fire components of inability overload, and progression.  STEPEFORMANCE INDICATOR  Participated in activities to introduce the health-related fitness components including features and muscular strength and down over a components including features. The personal fitness components including features, muscular strength and down composition.  Participated in activities that address their resonal fitness components including relativity. The personal fitness components including relativity that address their resonal fitness components including relativity and body composition.  Participated in activities that address their resonal fitness components including relativity, cardiovascular andurance, muscular strength and body composition.  Participated in activities that address their resonal fitness goals for each of the five health-related fitness components including relativity, cardiovascular andurance, muscular strength and body composition.  Paper of the personal fitness plan from the properties of the five health-related fitness components including relativity, cardiovascular andurance, muscular strength and ody composition.  Paper of the personal fitness plan from the properties of the properties o	Students design a fitness program from established goals									
omponents and applies the FITT principle. 2 Indicators Y N A3 -A5 N-5-8 6+3 3  Diploma PERFORMANCE INDICATOR  Students design and critique a personal fitness plan from stabished goals that applies the five components of earlife-related fitness and the principles of training ideal to specificity, overload, and progression.  The participate of the principles of training ideal to specificity, overload, and progression.  The participate in activities to introduce the health-elated in cardio and identified others. Now participate in activities that address each of the health-industrial fitness components including students participate in activities that address each of the health-industrial fitness components including students participate in activities that address their resonal fitness goals for each of the five health-elated liness components including deviation. The first health elated liness components including deviation.  The progression of the pr										
Diploma PERFORMANCE INDICATOR Students design and critique a personal fitness plan from stabilished goals that applies the five components of eather-felated fitness and the principles of training eleted to specificity, overload, and progression.  13 Fitness Activity  13 Fitness Activity  14 Performance in activities to introduce the health-eleted fitness components of flexibility, cardiovascular endurance, muscular endurance and muscular strength and body composition.  1-3 Performance in activities that address each of the lexibility, cardiovascular endurance, muscular endurance,			Υ	N	A3 -A5	N-5-8	6+3		3	
Students design and critique a personal fitness plan from stablished goals that applies the five components of eather-leaf fitness and the principles of training elated to specificity, overload, and progression.  13 Fitness Activity  13 Fitness Activity  14 Personal fitness and the principles of training elated to specificity, overload, and progression.  15 Fitness Activity  16 Personal fitness components of leachility, cardiovascular modurance, muscular strength.  15 PERFORMANCE INDICATOR  16 Judents participate in activities that address each of the leve health-related fitness components including endurance, muscular strength and body composition.  16 Judents participate in activities that address their elevational fitness goals for each of the five health-related fitness components including fiesibility, cardiovascular endurance, muscular strength and ody composition.  17 PerFORMANCE INDICATOR  18 Judents participate in activities that address their elevational fitness goals for each of the five health-related fitness components including fiesibility, cardiovascular endurance, muscular strength and ody composition.  18 PERFORMANCE INDICATOR  19 PERFORMANCE INDICATOR  19 PERFORMANCE INDICATOR  20 Judents participate in activities that address their elevational fitness goals for each of the five health-related fitness components including fiesibility, cardiovascular endurance, muscular strength and ody composition.  20 Judents participate in activities that address their elevational fitness plans that apply to the five health-related fitness components.  21 Judents select and participate in activities that address hear personal fitness plans that apply to the five health-related fitness components.  22 Judents select and participate in activities that address hear personal fitness plans that apply to the five health-related fitness components.										
established goals that applies the five components of realing elated to specificity, overload, and progression.  18 Fitness Activity  K2 PERFORMANCE INDICATOR  19 Participated in activities to introduce the healthelated fitness components of lexibility, cardiovascular andurance, muscular strength and body composition.  19 Participated in activities that address heir erroral fitness components including textility, cardiovascular in activities that address their erroral fitness goals for each of the five health-related fitness components including textility, cardiovascular in activities that address their erroral fitness goals for each of the five health-related fitness components including textility, cardiovascular in activities that address their erroral fitness goals for each of the five health-related fitness components including textility, cardiovascular endurance, muscular strength and body composition.  19 Participate in activities that address their erroral fitness goals for each of the five health-related fitness components including fitoxibility, cardiovascular endurance, muscular strength and ody composition.  10 Papelific activities that address their erroral fitness goals for each of the five health-related fitness components including fitoxibility, cardiovascular strength and ody composition.  10 Papelific activities that address their erroral fitness goals for each of the five health-related fitness components including fitoxibility, cardiovascular strength and ody composition.  10 Papelific activities that address their erroral fitness plans that apply to the five health-related fitness components.  11 Papelific activities that address their erroral fitness plans that apply to the five health-related fitness components.  11 Papelific activities that address their erroral fitness plans that apply to the five health-related fitness components.  12 Papelific activities that address their erroral fitness plans that apply to the five health-related fitness components.	9-Diploma PERFORMANCE INDICATOR									
elated to specificity, overload, and progression.  18 Fitness Activity  K2 PERFORMANCE INDICATOR  19 Participated in activities to introduce the health-elated fitness components of lexibility, cardiovascular andurance, muscular strength and body composition.  19 Performance in activities that address their encount international activities and activities that address their encount international fitness components including lexibility, cardiovascular international fitness components including textility cardiovascular international fitness components including lexibility, cardiovascular international fitness goals for each of the five health-related fitness components including fitness participate in activities that address their encoral fitness goals for each of the five health-related fitness components including fitness participate in activities that address their encoral fitness goals for each of the five health-related fitness components including fitness participate in activities that address their encoral fitness goals for each of the five health-related fitness components including fitness participate in activities that address their encoral fitness goals for each of the five health-related fitness components including fitness participate in activities that address their encoral fitness components including fitness participate in activities that address their encoral fitness participate in activities that address t	Students design and critique a personal fitness plan from									
P-must critique now Y N N A1 Y 5+3 5    Statement   St										
elated to specificity, overload, and progression.  critique now Y N A1 Y 5+3 5  distributed to specificity, overload, and progression.  critique now Y N A1 Y 5+3 5  distributed to specificity, overload, and progression.  critique now Y N A1 Y 5+3 5  distributed to specificity, overload, and progression.  critique now Y N A1 Y 5+3 5  distributed to specificity, overload, and progression.  critique now Y N A1 Y 5+3 5  distributed to specificity, overload, and progression.  p-participated in cardio and identified in ca	health-related fitness and the principles of training	P-must								
P. participated in activities to introduce the health- elated fitness components of flexibility, cardiovascular indurance, muscular endurance and muscular strength.  1-5 PERFORMANCE INDICATOR  Students participate in activities that address each of the we health-related fitness components including exibility, cardiovascular endurance, muscular endurance, en	related to specificity, overload, and progression.	critique now	Υ	N	A1	Υ	5+3		5	
P. participated in activities to introduce the health- elated fitness components of flexibility, cardiovascular indurance, muscular endurance and muscular strength.  1-5 PERFORMANCE INDICATOR  Students participate in activities that address each of the we health-related fitness components including exibility, cardiovascular endurance, muscular endurance, en	H2 Fitness Activity									
P-participated in cardio and identified of three sources of flexibility, cardiovascular naturance, muscular endurance, muscular strength and cody composition.										
participated in activities to introduce the health-elated fitness components of flexibility, cardiovascular endurance, muscular endurance and muscular strength.  1-5 PERFORMANCE INDICATOR  Students participate in activities that address each of the lexibility, cardiovascular endurance, muscular endurance, muscular endurance, muscular endurance, muscular endurance, muscular endurance, muscular strength and body composition.  1-8 PERFORMANCE INDICATOR  1-8 PERFORMANCE INDICATOR  1-9 PERFORMANCE INDICATOR  1-10 PERFORMANCE INDICATO	PK-2 PERFORMANCE INDICATOR									
participated in activities to introduce the health-elated fitness components of flexibility, cardiovascular endurance, muscular endurance and muscular strength.  1-5 PERFORMANCE INDICATOR  Students participate in activities that address each of the lexibility, cardiovascular endurance, muscular endurance, muscular endurance, muscular endurance, muscular endurance, muscular endurance, muscular strength and body composition.  1-8 PERFORMANCE INDICATOR  1-8 PERFORMANCE INDICATOR  1-9 PERFORMANCE INDICATOR  1-10 PERFORMANCE INDICATO										
in cardio and identified others. Now participate in activities to introduce the health-related fitness components of flexibility, cardiovascular and muscular strength.  In cardio and identified others. Now participate in activities that address each of the rive health-related fitness components including rather than include word "improve" Y N A4 N-3-4 3 3 3 includents participate in activities that address each of the rive health-related fitness components including rather than include word "improve" Y N A4 N-3-4 3 3 3 includents participate in activities that address their resonal fitness goals for each of the five heath-related threes components including flexibility, cardiovascular indurance, muscular endurance, muscular strength and body composition.  Publiploma PERFORMANCE INDICATOR  Students select and participate in activities that address their error and include word "improve" Y N A2 N-5-8 3+2 3 includents select and participate in activities that address their error and include word "improve" Y N A2 N-5-8 3+2 3 includents select and participate in activities that address their error and fitness plans that apply to the five health-related fitness components.		P-								
in cardio and identified others. Now participate in activities to introduce the health-related fitness components of flexibility, cardiovascular and muscular strength.  In cardio and identified others. Now participate in activities that address each of the rive health-related fitness components including rather than unclude word "improve" of the personal fitness goals for each of the five health-related fitness components including rather than soldy composition.  In cardio and identified others. Now participate in activities that address each of the rive health-related fitness components including rather than include word "improve" of the personal fitness goals for each of the five health-related fitness components including flexibility, cardiovascular nuclurance, muscular endurance, muscular strength and sody composition.  In cardio and identified others. Now participate in activities that address each of the rive health-related fitness goals for each of the five health-related fitness components including flexibility, cardiovascular nuclurance, muscular endurance, muscular strength and sody composition.  In cardio and identified others. Now participate in activities that address their each of the five health-related fitness components including flexibility, cardiovascular nuclurance, muscular endurance, muscular strength and sody composition.  In cardio and identified others, Now participate in activities that address and include word		participated								
students participate in activities to introduce the health-elated fitness components of flexibility, cardiovascular indurance, muscular endurance and muscular strength.  In the participate in activities that address each of the respective health-related fitness components including indurance, muscular strength and body composition.  In the participate in activities that address their errors of the five health-related fitness goals for each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular strength and oddy composition.  In the participate in activities that address their errors of the five health-related fitness components including flexibility, cardiovascular endurance, muscular strength and oddy composition.  In the participate in activities that address their errors of the five health-related fitness components including flexibility, cardiovascular endurance, muscular strength and ordy composition.  In the participate in activities that address their errors of the five health-related fitness components.  In the participate in activities that address their errors of the five health-related fitness components.  In the participate in activities that address and participate in activities and participate in activities and participate in activi										
elated fitness components of flexibility, cardiovascular all		identified								
all Y N A2 Y 3 3 3 3 Students participate in activities that address each of the ve health-related fitness components including include word include word include not personal fitness goals for each of the five health-related and participate in activities that address their eresonal fitness goals for each of the five health-related include and participate in activities that address their eresonal fitness goals for each of the five heath-related include more including flexibility, cardiovascular endurance, muscular strength and body composition.  Y Y N A2 N-5-8 3+2 3 ST-5-8 ST-5 ST-5-8 ST-5 ST-5-8 ST-5 ST-5-8 ST-5 ST-5-8 ST-5-	Students participate in activities to introduce the health-	others. Now								
Students participate in activities that address each of the leve health-related fitness components including rather than include word improve. Y N A4 N-3-4 3 3 3 include word improve. Y N N A4 N-3-4 3 3 3 include word improve. Y N N A4 N-3-4 3 3 3 include word improve. Y N N A4 N-3-4 3 3 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 3 include word improve. Y N N A4 N-3-4 N	related fitness components of flexibility, cardiovascular	participate in								
Students participate in activities that address each of the live health-related fitness components including rather than include word improve"  Y N A4 N-3-4 3 3 3 Improve"  Y N A4 N-3-4 3 3 3 Improve  Y N A4 N-3-4 3 3 Improve  Y N A4 N-3-4 3	endurance, muscular endurance and muscular strength.	1.	Υ	N	A2	Υ		3	3	
Students participate in activities that address each of the live health-related fitness components including rather than include word improve"  Y N A4 N-3-4 3 3 3 Improve"  Y N A4 N-3-4 3 3 3 Improve  Y N A4 N-3-4 N-3-4 3 Improve  Y N A4 N-3-4 3 Improve  Y N A4 N-3-4 N-3-4 3 Improve  Y N A4 N-3-4 N-3-4 3 Improve  Y N A4 N-3-4 N-3-4 N-3-4 N-3-4 Improve  Y N A4 N-3-4 N-3-4 Impr	-									
include word inclu	3-5 PERFORMANCE INDICATOR									
include word improve" Y N A4 N-3-4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3										
include word improve" Y N A4 N-3-4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		D. a dalaa a alaa a								
lexibility, cardiovascular endurance, muscular include word "improve" Y N A4 N-3-4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3										
endurance, muscular strength and body composition.  "improve" Y N A4 N-3-4 3 3 3  De-8 PERFORMANCE INDICATOR  Students participate in activities that address their eleasonal fitness goals for each of the five heath-related intress components including flexibility, cardiovascular endurance, muscular endurance, muscular strength and abody composition.  P-Diploma PERFORMANCE INDICATOR  Students select and participate in activities that address heir personal fitness plans that apply to the five healthelated fitness components.  P-specific activites rather than variety Y N A2 Y 3 4+3  44 Physical Activity Benefits										
P-SPERFORMANCE INDICATOR Strudents participate in activities that address their eless onal fitness goals for each of the five heath-related endurance, muscular endurance, muscular strength and loody composition.  P-Diploma PERFORMANCE INDICATOR  P-specific activites plans that apply to the five health-related fitness components.  P-specific activites rather than variety Y N A2 Y 3 4+3  P-Mysical Activity Benefits			V	NI	0.4	N 2 4				
Students participate in activities that address their dersonal fitness goals for each of the five heath-related ditness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition.  P-Diploma PERFORMANCE INDICATOR  P-specific activites heir personal fitness plans that apply to the five healthelated fitness components.  P-Specific activites rather than variety Y N A2 Y 3 4+3  P-Machine and participate in activities that address heir personal fitness components.	endurance, muscular strength and body composition.	improve	Y	IN	A4	N-3-4		3	3	
personal fitness goals for each of the five heath-related itness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength and product composition.  P-Diploma PERFORMANCE INDICATOR  P-specific activites that address heir personal fitness plans that apply to the five healthelated fitness components.  P-Specific activites rather than variety Y N A2 Y 3 4+3  P-Specific activity Benefits	6-8 PERFORMANCE INDICATOR									
personal fitness goals for each of the five heath-related itness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength and product composition.  P-Diploma PERFORMANCE INDICATOR  P-specific activites that address heir personal fitness plans that apply to the five healthelated fitness components.  P-Specific activites rather than variety Y N A2 Y 3 4+3  P-Specific activity Benefits	Students participate in activities that address their									
itness components including flexibility, cardiovascular and including flexibility, cardiovascular and product of the five healthelated fitness components.  Y Y N A2 N-5-8 3+2 3  P-specific activites that address their personal fitness plans that apply to the five healthelated fitness components.  P-specific activites rather than variety Y N A2 Y 3 4+3  A4 Physical Activity Benefits										
andurance, muscular endurance, muscular strength and body composition.  Y Y N A2 N-5-8 3+2 3  P-Diploma PERFORMANCE INDICATOR  P-specific activites heir personal fitness plans that apply to the five healthelated fitness components.  P-specific activites rather than variety Y N A2 Y 3 4+3  A4 Physical Activity Benefits										
P-Diploma PERFORMANCE INDICATOR  P-specific activites rather than variety Y N A2 Y 3 4+3  P-Machine Performance Indicates activity Benefits  P-specific activity Benefits										
Students select and participate in activities that address heir personal fitness plans that apply to the five healthelated fitness components.  P-specific activites rathter than variety Y N A2 Y 3 4+3  H4 Physical Activity Benefits	body composition.	Υ	Υ	N	A2	N-5-8	3+2		3	
Students select and participate in activities that address heir personal fitness plans that apply to the five healthelated fitness components.  P-specific activites rathter than variety Y N A2 Y 3 4+3  H4 Physical Activity Benefits										
Students select and participate in activities that address heir personal fitness plans that apply to the five healthelated fitness components.  activites rathter than variety Y N A2 Y 3 4+3  A4 Physical Activity Benefits	9-Diploma PERFORMANCE INDICATOR									
Students select and participate in activities that address heir personal fitness plans that apply to the five healthelated fitness components.  activites rathter than variety Y N A2 Y 3 4+3  A4 Physical Activity Benefits		P-specific								
heir personal fitness plans that apply to the five health- elated fitness components.  N A2 Y 3 4+3  H4 Physical Activity Benefits	Students select and participate in activities that address									
elated fitness components.  variety Y N A2 Y 3 4+3  H4 Physical Activity Benefits										
14 Physical Activity Benefits			Υ	N	A2	Υ		3 4+3		
					_					
	H4 Physical Activity Benefits									
N-2 PERFURIVIANUE INDIGATUR	PK-2 PERFORMANCE INDICATOR									

	D idontitu	1						
	P-identity							
	benefits +							
Students identify the physical benefits and body	physical							
responses related to physical activities.	changes	Υ	N	A1	Υ	1	1	
3-5 PERFORMANCE INDICATOR								
	P-include							
Students identify physical and mental benefits and body	physiological							
responses related to regular participation in physical	responses							
activity.	also	Υ	N	A3	N-3-4	1	1	
6-8 PERFORMANCE INDICATOR								
	P-assessed							
	physiological							
	during and							
	after - now							
Students describe physical, mental/intellectual, emotional								
and social benefits and physiological responses related to								
regular participation in physical activity.	exercise	P- expanded	N	A6	N-5-8	2	6	
9-Diploma PERFORMANCE INDICATOR								
	_							
Students explain the interrelationship of physical,	P-							
mental/intellectual, emotional, and social benefits and	physiologoic							
physiological responses related to regular participation in	al responses							
physical activity.	added	P-expanded	N	<b>A</b> 5	Υ	4	4	
I. PERSONAL AND SOCIAL SKILLS AND								
KNOWLEDGE: Students A457demonstrate and								
explain responsible personal and social behavior in								
physical activity settings.								
I1 Cooperative Skills								
PK-2 PERFORMANCE INDICATOR								
Students demonstrate taking turns and sharing while								
participating in physical activities.								
pa. do.pating in prigoroal dottvittos.	Υ	Υ	Υ	C2	Υ	2	2	
3-5 PERFORMANCE INDICATOR	1	1	1	02	1			
Students demonstrate cooperative skills while								
participating in physical activities.								
participating in physical activities.		P-not						
		specific to						
		partners or						
		skill						
		improvemen						
a Domonetrato activo listonina	v	+	N	C4	N -3-4	2	2	
a. Demonstrate active listening.	I	ι	IN	U4	IN -3-4	۷	۷	

b. Get along with others.	Υ	P- does not need to describe skills just demonstrat e P-not	N	C1	N-3-4	2	2 2	
		specific to partners or for skill improvemen						
c. Accept responsibility for personal behavior.	Y N	τ	N	C4	N-3-4	2	2 2	
6-8 PERFORMANCE INDICATOR	IN							
Students demonstrate cooperative and inclusive skills								
while participating in physical activities.								
a. Work together as a team.	P- demonstrate rather than identify	Υ	N	C5	N-5-8	1	2	
b. Respond appropriately to peer pressure.	P-participate cooperatively with others	Υ	N	C2	N-5-8	3	3 2	
c. Manage conflict	P- recognize influences in oID, new need to respond appropriatley	N	N	С3	N-5-8	1	3	
d. Invite differently abled youngsters to participate.	problems	problem P- identify	N	C4	N-5-8	3+4	2	
	P- respect for individual	P- identify behaviors and describe respect - needed to demonstrat e	N	C1;C5	N-5-8	1	2	
9-Diploma PERFORMANCE INDICATOR								
Students demonstrate collaborative skills while								
participating in physical activities.								

	P- ways of							
	interacting; c							
	onduct for							
a. Accept constructive feedback.	cooperation	Y	N	C5; C1	Υ	2+1	2	
a. Accept constructive reeuback.	cooperation	I	IN	05,01	1	2 + 1		
		p- feedback						
	P- share and							
	learn from	share and						
b. Give constructive feedback.	others		N	C5	Υ	1	2	
b. Give constructive recuback.	Otrici 3	Icarri	14	0.0	•			
	P- share and	P- share						
	learn from	and learn						
c. Include differently abled youngsters.	others	from others	N	C5	Υ	1	2	
o. morade differently defeat youngstore.	0111013	IT OTTE OTTE OT					_	
	P- share and	P- share						
		and learn						
	others	from others	N	C5	Υ	1	2	
I 2 Responsible Behavior								
PK-2 PERFORMANCE INDICATOR								
Students follow procedures for safe behaviors while								
participating in physical activities.	P-follow							
	procedures -							
	no longer							
	need to							
	describe	Υ	N	C4	Υ	1	2	
3-5 PERFORMANCE INDICATOR								
Students demonstrate safe habetiers and proper								
Students demonstrate safe behaviors and proper								
equipment use while participating in physical activities.	Υ	Υ	NI	C2	N 2 4	2		
6-8 PERFORMANCE INDICATOR	I	ī	N	C3	N-3-4	2	2	
Students demonstrate responsible personal behaviors			1	1				
while participating in physical activities.								
writte participating in physical activities.								
	P-							
	appropriate							
	etiquette,							
	ways of							
	interacting,							
	care of							
	equipment							
	are personal							
	behaviors	Y	N	C6	N-5-8	2	2	
9-Diploma PERFORMANCE INDICATOR	Del Iavioi 3	1	IN	CO	14-3-0			
Students demonstrate responsible and ethical behavior								
while participating in physical activities.								
with participating in physical activities.	Υ	Υ	N	C3	Υ	3	2	
	1	1	IN	0.3	1	3		
I3 Safety and Playing Rules								

DIC 2 DEDECORMANCE INDICATOR	T	T							
PK-2 PERFORMANCE INDICATOR Students identify safety and playing rules for									
games/physical activities.									
	Υ	Υ	N	C1;C4	Υ	1	1		
3-5 PERFORMANCE INDICATOR									
Students describe safety and playing rules for									
games/physical activities.									
	P- need to								
	describe now								
	- use to have								
	to just follow								
	rules	V	N	C2;C3	N -3-4	2	2		
6-8 PERFORMANCE INDICATOR	Tuics	1	I V	02,03	14 -3-4				
Students describe game/physical activity rules and safety									
rules, and their purposes.									
a. Explain the purposes for modifying playing rules in									
specified situations.	N				N-5-8		2		
		P-purpose							
		for							
		modifying							
		rules to							
	p- describe	accommoda							
	ways to	te							
	respect	similarities							
b. Explain the safety rules and possible risks associated	individual	and							
with specific games/physical activities.	differences	differences	N	C1	N-5-8	2	2		
	N						2		
9-Diploma PERFORMANCE INDICATOR									
Students predict how rules/etiquette improves									
games/activities.									
	P-focus on								
	prediction/ex								
	planation								
a. Explain how rules and etiquette contribute to	rather than								
	demonstrate	N	N	C6	Y	2	3		
productive participation. b. Predict how modifications to the environment can	P- decision	IN	IN	Co	Ī		3		
impact safety during games/physical activities.	making	N	N	C7	Υ	3	3		
impact safety during games/physical activities.	N	IN	IN	C /	I	3	3		
Standards,Pls, Descriptors NOT found in 2007									
document									
	1	1	1					1	

A3 3-4 Describe the basic structures and functions of	the human b	ody				$\overline{}$
systems						
A6 3-4 Explain the difference between positive and ne stress	egative respo	nses to				
311033						
A4 5-8 Evaluate how health is influenced by the intera	ction of body	systems				
HS 6 Describe health issues common at different stag	jes of life					
HS 8 Analyze how the prevention and control of healt influenced by research and medical advances	h problems a	re				
HS 10 Describe how stress management relates to di	sease nrever	ntion				
B2 HS Evaluate factors that influence personal select and services						
C1 3-4 Compare behaviors that are safe to those that	are risky or h	narmful				
C1 HS Analyze the extent to which individuals are rephealth and safety in the community and in the workpla		nhancing				
D4 3-4 Describe ways to be a responsible friend and	family memb	er				
E2 3-4 Differentiate between negative and positive wa	ys to deal wi	th conflict				
E3 HS Analyze the possible causes opf conflict in sch	ools, families	s, and comm	unities			
E5 HS Utilize strategies to overcome barriers when co feelings, and opinions about health issues	ommunicating	ginformation	ı, ideas,			
F3 5-8 Explain how decisions regarding health behavior them and others	ors have con	sequences				
F4 5-8 Describe how personal health goals are influer information, abilities, priorities, and responsibilities	nced by chan	ging				
% increase or decrease # of Standards						_
70 Increase of decrease # of Standards						$\dashv$
% increase or decrease # of Performance						
Indicators						